



**FARMINGTON  
COLLEGE OF EDUCATION, HEALTH AND REHABILITATION**

**LESSON PLAN FORMAT**

**Teacher's Name:** Mr. McCullough **Lesson #:** #3 **Facet:** Perspective

**Grade Level:** 9-11 **Numbers of Days:** 2-3

**Topic:** World War II to the Cold War

**PART I:**

**Objectives**

**Student will understand that** the United States helped turn the tide of World War II and the aftermath of World War II led right into the Cold War.

**Student will know** American culture during World War II, American culture during the Cold War, Cold War Politics, Churchill, Truman, Stalin...

**Student will be able** to analyze the transition from one major world event to another.

**Product:** Skype Interview

**Maine Learning Results (MLR) or Common Core State Standards (CCSS) or Next Generation Science Standards (NGSS) Alignment**

**Maine Learning Results**

**Content Area:** Social Studies

**Standard Label:** E. History

**Standard:** E1, Knowledge, Concepts, Theme, Patterns.

**Grade Level:** 9-Diploma "World War II and Postwar United States, 1939-1961"

Students understand major eras, major enduring themes, and historical influences in the United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world.

**Performance Indicators:** a, b, c, d

**Rationale:** Students will understand how one major historical event, World War II, directly influenced the major era that came after, the Cold War.

**Assessments**

**Formative (Assessment for Learning)**

**Section I – checking for understanding strategy during instruction**

One checking for understanding the teacher will use is [3-2-1](#), which they will ask the students to fill out

on an index card at the end of a class to check and see if they understand the material. The second one is [I have a question, who has the answer?](#). With this one, students will be given notecards talking about facts about the transition from World War II and the Cold War, and they will have to find the corresponding fact.

### **Section II – timely feedback for products (self, peer, teacher)**

Students will self evaluate the questions they asked and the information they received using a check list. The teacher will also give written feedback on the questions the student comes up with prior to the Skype interview.

### **Summative (Assessment of Learning):**

Using Skype, the class will interview someone who has lived through either (or both!) World War II and the early stages of the Cold War. Be sure to come to the class we interview them with questions you would like to ask them. Make sure these questions aren't too personal, and the interviewee has the right to refuse to answer any question they don't feel comfortable answering. After we conduct the interview, write a reflection about what you learned and what surprised you about what they said. Include specific stories and examples they may have said during the interview. **60 Points**

### **Integration**

#### **Technology (SAMR):**

This Skype interview would be considered modification on the SAMR level. Yes, a normal interview could be conducted, but Skype opens up the possibility to anyone in the world rather than just those within driving distance of the school.

#### **Content Areas:**

Art: Students will be looking at political cartoons of the time period.

### **Groupings**

#### **Section I - Graphic Organizer & Cooperative Learning used during instruction**

Students will use a [Venn Diagram](#) to compare and contrast American society and politics during World War II and the Cold War. Students will share the information they find using a [Popcorn Share](#).

### **Section II – Groups and Roles for Product**

Students will work together in groups to create questions to ask the the interviewee. They will also have a discussion/interview with the interviewee as a whole class as well.

### **Differentiated Instruction**

#### **MI Strategies**

**Verbal**: Students will read [notes taken](#) during the peace negotiations after World War II.

**Logic**: Students will compare and contrast American culture and politics during World War II and the Cold War.

**Visual**:

**Musical**: The class will listen to music the Cold War Era, especially music that protest certain political actions during the Cold War.

**Kinesthetic**: Students will be moving when they have to get up and share their ideas about comparing and contrasting American life during World War II and the Cold war during the popcorn share.

**Intrapersonal**: Students will initially fill out their venn diagram comparing and contrasting American

society during World War II and the Cold War on their own before sharing their ideas.

**Interpersonal:** Students will interact with someone who lived during the Cold War or World War II to get a better understanding of how life was during either event.

**Naturalist:**

### **Modifications/Accommodations**

*From IEP's ( Individual Education Plan), 504's, ELLIDEP (English Language Learning Instructional Delivery Education Plan) I will review student's IEP, 504 or ELLIDEP and make appropriate modifications and accommodations.*

### **Plan for accommodating absent students:**

There will be circumstances that arise that will force a student to miss this class. It happens to every student every now and then. Students will be fully responsible for making up all of the work they missed in their absence. Students can either check with their study partner for what they missed or talk directly with the teacher. Due dates for certain assignments can be changed only if the new due date is communicated to and agreed upon by both the teacher and student.

### **Extensions**

#### **Technology (SAMR), Gifted Students:**

Gifted students will record the interview with someone who lived through the Cold War and World War II and then turn it into a podcast. This podcast will then be posted on Podbeam, where they can get feedback and responses to the interview, allowing the assignment to reach the redefinition level.

### **Materials, Resources and Technology**

- Computer
- Projector
- Dongle
- Skype interview Rubric
- Skype interview direction sheet
- Handouts

### **Source for Lesson Plan and Research**

- Gives a general description of life in America during the Cold War. <http://teachinghistory.org/history-content/ask-a-historian/23933>
- Describes the constant fear of a nuclear attack during the Cold War. <https://www.fordlibrarymuseum.gov/museum/exhibits/ColdWar/CultureColdWar.html>
- An interesting page describing how pop culture helped the Americans win the Cold War. <http://www.telegraph.co.uk/culture/10441108/How-pop-culture-helped-win-the-Cold-War.html>
- A general description of life in America during the 1950's. <http://www.history.com/topics/1950s>

- Good analysis of the causes of the Cold War, both short term and long term. <http://www.ushistory.org/us/52a.asp>
- A resource that includes pages on specific parts of the Cold War (such as causes, general history, the arms race, Joseph Stalin, Harry Truman, Winston Churchill, etc...). <http://www.history.com/topics/cold-war>
- A general overview of the Cold War: <http://www.learnnc.org/lp/editions/nchist-postwar/6037>
- The propaganda that will be used during the hook: [https://www.flickr.com/photos/x-ray\\_delta\\_one/6665010523/in/photostream/](https://www.flickr.com/photos/x-ray_delta_one/6665010523/in/photostream/)

## **PART II:**

**Teaching and Learning Sequence** (Describe the teaching and learning process using all of the information from part I of the lesson plan) *Take all the components and synthesize into a script of what you are doing as the teacher and what the learners are doing throughout the lesson. Need to use all the WHERETO's. (1-2 pages)*

Describe your classroom arrangement.

### **Agenda (include days and times)**

#### **Day 1**

- Introduce the propaganda picture, then have students discuss what this propaganda means and what it told us about American Society during the Cold War. (Hook) (10 minutes).
- The teacher will give the class a [handout](#) that has a brief overview of the Cold War, and then leads a discussions comparing what the class believed before and after the reading (25 minutes).
- The teacher will then present a slideshow where they talk about the short and long term causes of the Cold War (30 minutes).
- Students will conduct the [I have a question, who has the answer?](#) exercise to review the causes of the Cold War (15 minutes).

#### **Day 2**

- The teacher will handout the [Venn Diagram](#) and explain that students will use this to take notes on Cold War America, and then compare Cold War America to World War II America (5 minutes).
- The teacher will present about life in America during the Cold War, having students take notes on their [Venn Diagram](#) (30 minutes).
- The teacher will then conduct a [3-2-1](#) to make sure the class understands how America was in general during the Cold War (5 minutes).
- The teacher will present the Skype interview project and explain it, allowing for questions (10 minutes).
- Students will work in small groups or alone to brainstorm questions to ask in the full class interview (30 minutes).
- Homework: Students will finish up their questions for the interview and then fill out the World War II America side of the [Venn Diagram](#).

### Day 3

- The class will discuss their [Venn Diagram](#) through a [Popcorn Share](#) (25 minutes).
- The class will conduct their Skype interview (55 minutes).
- Homework: Students will write their reflections about the Skype interview.

### **Teaching and Learning Sequence** (Include all hyperlinks of the above URL's in this section.)

Students will understand that World War II set the stage for the Cold War and how the Cold War affected American society. Students are learning this because every American should understand how the end of World War II started one of the largest political conflicts the United States has been in. Also, it is important to understand the Cold War because it has had a lasting impact on many global politics today. *Students understand major events, major enduring themes, and historical influences in the United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world.* The hook will use a [meme](#) to catch the attention of my students. This meme has a picture of Batman slapping Robin, saying that there wasn't actually fighting during the Cold War. From there I will lead a discussion where students will share what they think they know about the Cold War.

**Where, Why, What, Hook Tailors:** Visual, Interpersonal, Logic.

Students will know the short and long term [causes of the Cold War](#) and America during the Cold War. (see content notes for more information). Students will use a [Venn Diagram](#) to compare and contrast American society and politics during World War II and the Cold War. They will get the [Venn Diagram](#) before the lesson on the Cold War society, where they will fill out the Cold War half as they take notes. For homework that night they will fill out the World War II America half and the middle. Students will then share the information they gathered in the [Venn Diagram](#) in a [Popcorn Share](#). [3-2-1](#) and [I have a question, who has the answer?](#) will be used at the end of lessons to review the lesson's materials.

**Equip, Explore, Rethink, Tailors:** Logic, Interpersonal, Intrapersonal, Visual.

Students will be able to analyze the transition from one major world event to another. This will be assessed through the Skype interview reflection they will write. The entire class will interview someone who lived during both World War II and the Cold War, preparing questions they'd like to ask beforehand. In their reflection, students will be compare and contrast what the interviewee says about their life during the Cold War and World War II to what they had learned in class. Each student will be assigned the role of interviewer, asking appropriate questions about the interviewee's life during the Cold War and World War II. Students will have a chance to assess themselves, their peers, and be assessed by the teacher. Before they begin making their questions, students will be given a checklist about how to make a proper question and what kind of questions are appropriate. They will be given class time to work with other students to make their interview questions, so they can assess their questions and other students based on the check list. Students can also have their questions assessed by the teacher during this time as well.

**Experience, Revise, Refine, Tailors:** Logic, Interpersonal, Intrapersonal.

The teacher will grade their reflection based on a rubric they will receive before writing their reflection. Along with their grade and rubric, students will receive written feedback on their reflections. This Skype interview reflection will be graded out of 60 points. This will provide the teacher with the knowledge of if their students understood the transition from World War II to the Cold War and American Society during

the Cold War.

**Evaluate, Tailors:** Logic, Interpersonal, Intrapersonal.

### **Teacher Content Notes**

Students will know.....

- **The Cold War** was a decade long struggle where the United States faced (without fighting) the Soviet Union.
- Battle of Ideology, the United States wanted to spread Democracy and contain Communism, the Soviet Union wanted to spread their global control through Communism.

### **Causes of the Cold War**

- The Western Democracies grew hostile communism, the idea the Soviet Union stood for.
- The United States refused to accept the Soviet Union into the global community.
- 20 million Russians died in World War II, and the Soviet Union was annoyed with Britain and the United States because they took so long to open up another front for Germany to fight.
- This front would have alleviated pressure from the Russians, probably reducing their casualties.
- Stalin also didn't hold up his end of the deal when it came to the peace talks at the end of World War II.
- Stalin promised to free the Eastern European countries after the war, but then went on to set up Communist puppet regimes in these countries.
- The Soviets promised to declare war on Japan in exchange for the territories that Japan controlled. But the Soviets declared war on Japan 3 days before they surrendered, when they knew that the Americans didn't need any help to finish off the Japanese, but was there to claim their rewards.
- The division of Berlin led to an "iron curtain" that divided the Democratic western Europe and the Communist eastern Europe.

### **Cold War America**

- It was a time of high anxiety. Fear of an atomic war that would end life as they knew it was evident in politics and culture.
- There were training films devoted to what to do if a bomb was to be dropped on the homeland United States.
- The United States economy was booming. The gross domestic product more than doubled from 1945 to 1960, going from \$200 billion to \$500 billion.
- There was a major baby boom in the 1950's. about 4 million babies were born in every year during the 50's.
- There was a mass movement from the cities to the suburbs.
- The Cold War defined foreign policy of America for the next 3 decades. The United States adopted

### **Handouts**

- [Cold War Overview Handout](#)
- [Venn Diagram](#)
- Skype Interview Direction Sheet
- Skype Interview Checklist
- Skype Interview Question Sheet

## **Maine Common Core Teaching Standards for Initial Teacher Certification and Rationale**

***Standard 1 – Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.***

### **Learning Styles**

#### ***Clipboard:***

Clipboards will enjoy the directions they will be given for their Skype interview reflection. They will understand that they are expected to compare and contrast what the interviewee said to what they learned about American society during the Cold War and World War II.

#### ***Microscope:***

Microscopes will enjoy this lesson because they get to go in depth about the causes of the Cold War. They will learn both the short and long term causes that eventually built up to the Cold War itself.

#### ***Puppy:***

Puppies will enjoy this lesson because the teacher will develop an environment of respect when it comes to group work. Students will be able to share their ideas about the hook and during the popcorn share.

#### ***Beach Ball:***

This lesson is tailored towards beach balls because they will enjoy the freedom to create their own (appropriate) questions for the Skype interview. Students will be able to ask what they want during the Skype interview.

#### ***Rationale:***

It is important for teachers to understand their students' learning styles and incorporate that knowledge into their lesson planning. Students will be more engaged when their teacher tailors to their learning styles. But, since not everyone has the same learning style, then the teacher has to adapt their lesson plans to tailor to all the possibilities of learning styles instead of just one or two.

***Standard 6 - Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their on growth, to monitor learner progress, and to guide the teacher's and learner's decision making.***

#### ***Formative:***

[3-2-1](#) and [I have a question, who has the answer?](#) will be used at the end of lessons to review the lesson's materials. [I have a question, who has the answer?](#) Will be used to review the lesson on the causes of the



Cold War and 3-2-1 will be used to review life in America during the Cold War.

**Summative:**

The Skype interview and reflection will be used for the summative assessment. Students will use what they learned to develop questions to ask the interviewee and then compare the interviewee's experience during the Cold War to what they learned in class.

**Rationale:**

Both of these kind of assessments are important for a teacher to fully understand if their students are retaining the knowledge they are giving them. I chose 3-2-1 and I have a question, who has the answer? because they are good, interactive ways for a teacher to see if the students understand what a lesson was about. The Skype interview and reflection will apply the students' knowledge on the average American's experience during the Cold War into questions and comparing and contrasting the Interviewee's answers to what they learned.

**Standard 7 - Planning Instruction.** *The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.*

**Content Knowledge:**

Students will know American culture during World War II, American culture during the Cold War, Cold War Politics, Churchill, Truman, Stalin...

**MLR or CCSS or NGSS**

**Maine Learning Results**

**Content Area:** Social Studies

**Standard Label:** E. History

**Standard:** E1, Knowledge, Concepts, Theme, Patterns.

**Grade Level:** 9-Diploma "World War II and Postwar United States, 1939-1961"

Students understand major eras, major enduring themes, and historical influences in the United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world.

**Performance Indicators:** a, b, c, d

**Facet:** Perspective

**Rationale:**

Students will understand the transition from one major era to another, from World War II to the Cold War.

**Standard 8 - Instructional Strategies.** *The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.*

**MI Strategies:**

**Verbal:** Students will read notes taken during the peace negotiations after World War II.

**Logic:** Students will compare and contrast American culture and politics during World War II and the Cold War.

**Visual:** N/A

**Musical:** The class will listen to music the Cold War Era, especially music that protest certain political



actions during the Cold War.

**Kinesthetic:** Students will be moving when they have to get up and share their ideas about comparing and contrasting American life during World War II and the Cold War during the popcorn share.

**Intrapersonal:** Students will initially fill out their venn diagram comparing and contrasting American society during World War II and the Cold War on their own before sharing their ideas.

**Interpersonal:** Students will interact with someone who lived during the Cold War or World War II to get a better understanding of how life was during either event.

**Naturalist:** N/A

***SAMR:***

The Skype interview would reach the modification level.

***Rationale:***

Teachers need to vary their teaching styles to adjust to all intelligences, which is what is exhibited in this section. If you miss one intelligence, some students may miss some information.

**NETS STANDARDS FOR TEACHERS**

**1. Facilitates and Inspire Student Learning and Creativity. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.**

- a. Promote, support, and model creative and innovative thinking and inventiveness
- b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources
- c. Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes
- d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

***Rationale:***

Students will complete the C part of these standards. They will be able to reflect on their learnings and use that information to create questions and compare to the lives of the interviewee to their learning.

**2. Design and Develop Digital Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop knowledge, skills, and attitudes identified in the NETS-S.**

- a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity
- b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress
- c. Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources
- d. Provide students with multiple and varied formative and summative assessments aligned with content

and technology standards and use resulting data to inform learning and teaching

***Rationale:***

Standard A will be covered in this lesson. Students will use Skype to interview someone who lived during World War II and the Cold War, so Skype helps students think of creative questions and learn about the lives of Americans during the Cold War from someone who lived through it.